
HIST 3335
African American History Since 1865
Fall 2017
v.1.0

CRN: (3 credit hrs)

Course Section: HIST 3335

Meeting Time: online (asynchronous)

Location: online

Instructor: Seneca Vaught, Ph.D.

Contact via: *D2L email messaging only*

Office Hours: via [appointment](#) only

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Hyperlinks and content in this syllabus is updated regularly. Please check back often to ensure that you have access to the most recent version.

Course Description

A history of Black people in the United States since emancipation. The course emphasizes the struggles waged by African Americans to achieve racial equality and full citizenship in the United States, and the social, cultural, political, and economic forces that have shaped the African American community. Special attention is given to the men and women who led the struggle, the ideas and ideals which inspired and dominated each phase of the struggle, and the movements and institutions which were created in the process.

The course seeks to address three central questions over the semester:

1. How did so-called 'Negroes' in the United States become African American?
2. How did certain paradoxical regional, national, and international developments shape the Afro-American experience?
3. What lessons for engaged global citizenship today can we learn from the study of key debates in African American history in 'real world' contexts?

Prerequisites

Undergraduate Quarter level HIST 152 Minimum Grade of D or Undergraduate Semester level HIST 2112 Minimum Grade of D.

Method and Philosophy of Teaching

I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”[1]

I do not believe in nor do I offer extra credit. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the three major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of American history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module discussions into stories about people, problems, and policies in the American past. These stories illustrate the complexity of American history in its regional, national and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives

Upon successful completion of this course, it is my intention that students will develop proficiency in course content areas evidenced through my evaluation of the following goals:

1. Students will be able to identify selected people, developments, and themes of African American history in regional, national, and international contexts.
(Knowledge)

2. Students will be able to demonstrate "historical thinking" by questioning assumptions and debunking popular misconceptions about the past. (Skills)
3. Students will be able to discuss meanings of "engaged citizenship" in a multicultural society and role of African Americans in the global arena. (Skills)
4. Students will be able to analyze primary and secondary sources using methods of historical inquiry. (Skills)
5. Students will be able to apply course content to contemporary problems and personal experiences by documenting how historical insights learned from weekly discussions relate to a selected semester-long project. (Skills)
6. Students will be able to identify some of the different ways of thinking historically, globally, and critically about engaged citizenship.
7. Students will be able identify some significant developments, people, and geographic regions in American history.
8. Students will be to able distinguish analytical thinking about primary and secondary sources from African Americans history from popular misconceptions.
9. Students will be to able identify the significance of selected people and ideas in the development of American society.
10. Students will be able to critically and creatively assess history through collaborative projects that connect course content to real-world experiences and contemporary media.
11. Students will be able to demonstrate comprehension of historical writing through discussions, follow-up questions, and commentary on course texts with peers.
12. Students will be able to critically and creatively assess history through the discussion of print and contemporary media sources with peers and the creation of an original product based on historical research (e.g., video game cut scene, business plan concept, smartphone app prototype, or a mini-documentary).
13. Students will be able to critically and creatively assess the significance of historical insights through document-based writing about course themes, questions, and projects in informal (discussion board) and formal contexts (milestones).

Assessment

Each of the above corresponding student learning objectives will be assessed through the following:

1. Pre-Test Entrance Exam (not calculated as part of final grade)
2. Periodically scheduled discussions and voluntary self-assessments
3. Applied Historical Research Project
4. Post-Test Exit exam (not calculated as part of final grade)

Course Requirements, Textbooks, and Materials

This course content is delivered on-line. For this course, it is necessary to have adequate computer skills and access to a reliable computer and high-speed internet connection.

Make sure when you enter Desire2Learn (D2L) that you run the "Browser Check" (if prompted), which you can begin by pressing the gray "Check Browser" button beside the login square.

Pay attention as the browser check runs. Make sure you address any problems, such as pop up blockers that are on. In addition, you may be asked whether or not you want to accept unsecure information or items.

Software and Digital: Online access to Desire2Learn (<http://d2l.kennesaw.edu/>). Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, Windows Movie Maker (or iMovie, or another comparable video editing software program) and Flash. You can download a free clone version of MS Office at <http://www.openoffice.org>

Other Skills

You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Consider backup places that you will go if your preferred computer access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your instructor needs that account address.

Required Textbook(s) and Course Materials:

You should purchase any **two** of the texts listed below based on your selection of a semester-long course project and discussion themes you will be working on. You should sign-up for the book first to make sure that the selection is still available before purchasing and check the course schedule to see when the discussion on these books are scheduled. See below for details and sign-up using the hyperlink in the course schedule below. You will want to base your decision on your interest in the project and on the book:

***Manning, Kenneth. *The Black Apollo of Science: The Life of Ernest Everett Just*. 1983.**

*Long, Mark, Demonakos, Jim, and Powell, Nate. *The Silence of Our Friends*. Square Fish, 2018.

*Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. 2017.

*Horne, Gerald. *The End of Empires: African Americans and India*. New Delhi: Munshiram Manoharlal Publishers, 2010.

*Spencer, Robyn C. *The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland*. 2016.

How the Course Works: An Overview

HIST 3335 - African American History Since 1865 is an upper-level survey course of the long twentieth century. The course is divided into 16 online modules that run on a weekly schedule. Access to course content in the module folders will be available for two weeks in advance. Once the deadline for one module has passed, the next module will be opened following the course schedule. All the materials from past modules are available for access in the module folders.

Steps to Complete Each Module

1. **Complete the Assigned Reading** – Check the syllabus for the assigned chapters to read for each module. The readings usually can be found in the assigned course textbook(s) but sometimes may include links to audiovisual materials on the Internet. The readings can also be found in the course textbooks or hyperlinks to websites in the syllabus and modules. The purpose of the readings is to give you a broader understanding the role of different perspectives and biases in historical interpretation. As you read, you should take notes of differences you come across. Focus on the question posted for the discussion board *before* you read. You may choose to check off the boxes next to the optional reading for each week in the syllabus that you chose for that particular module.
2. **Post to the Discussion Board** – Post your response to the selected questions in the appropriate online discussion board. Every week the discussion board posts a question that will focus on a major theme from the reading. **Usually, each discussion board post should be made before midnight on the day the module is scheduled to close.** Post a brief but detailed response to the question that you think reflects historical thinking about the subject. Be sure to provide the page number from the course texts for reference. This is especially important in this section of the course because we are comparing different interpretations and perspectives on the same event using different texts and you will need to refer back to these later in the course. Finally, take some time to read through what your classmates are posting. The discussion posts are graded

based on how well you integrate course themes, your acknowledgement of themes in the discussion, and depth of thought. Half of the grade reflects the quality of your post; the other half evaluates the quality of your response. You should think of the discussion board posts as the equivalent of attending class—sort of like proof of your attendance. You can work ahead on these if you want but don't work further than two weeks out because some of them change to reflect contemporary issues or new scholarship.

3. **No Need to Listen to a Lecture** – I have found that most students prefer to read the materials at their own pace instead of listening to lectures. Nevertheless, I have provided some short lectures and introductory snippets in each module in case you want to consult them. I do not require you to listen to the lectures to progress through the course. Please rely on the readings and the discussion board for coverage of the course content and refer to the lectures and audio snippets as a supplement to the readings and the discussions if you want more detail.

4. **Think About How the Module Relates to the Milestones and Work Ahead** - You will be working towards the completion of two milestone assignments that requires you to apply the content you are learning. As you complete each discussion, you should think about how to apply the content to real world problems and contemporary issues. After you complete a module, you should proceed to prepare for the next one, repeating the steps listed above for each subsequent module. As the class proceeds, it is important that you keep good notes on previous modules to be adequately prepared for the future assignments.

All assignments build upon past discussions and readings from previous modules encouraging you to consider connections from one module to another. At the end of the semester, I will drop the four lowest scores out of the fourteen discussions taken toward your final grade. Discussions cannot be made up. **Students who miss a discussion due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted drops to cover these situations.** I suggest completing all of the discussions as a preventative measure for the unexpected.

Every person will select one of the ancillary readings from the project reading list to read over the semester. (An ancillary reading is a supplementary book that is designed to augment the course.) This book will be a major component of milestones that will evaluate your understanding of the course goals and objectives.

Preparation for this course should take you about 2-3 hours per module. It is advisable to plan in advance for possible breaks, interruptions, and technical difficulties. Be careful to set aside regular time for this class, waiting until the last possible moment to access the material will negatively impact your performance. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next module's material.

Outline of Course Schedule

Module	Topics & Themes	Readings/Assignments/Due By
0	Orientation: The Historians <ul style="list-style-type: none"> ★ Why study black history and how could you possibly use it? ★ On the Uses of History ★ Purpose of Black History ★ Black Historians 	<ul style="list-style-type: none"> <input type="checkbox"/> Syllabus & Orientation Folder <input type="checkbox"/> Why Study History? (Skim) <input type="checkbox"/> How to Read a History Assignment (Skim) <input type="checkbox"/> Skim Kendi, Prologue - Part I <input type="checkbox"/> Sign-Up for Book Selection
	Unit I	
1	The Free(d)people <ul style="list-style-type: none"> ★ Was Reconstruction a success or a failure? Why? ★ Discussion Skills Workshop ★ Understanding the Implied Question ★ Eric Foner (1990) <i>Reconstruction</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Kendi, Part II <input type="checkbox"/> Discussion Board Post Due By: Thursday 8/24
2	The Radicals <ul style="list-style-type: none"> ★ What popular misconceptions do people have about Reconstruction? ★ Documents as Evidence ★ Du Bois (1935) <i>Black Reconstruction</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Kendi, Part III <input type="checkbox"/> Ignatiev (1993) "Blindspot" <input type="checkbox"/> Discussion Board Post Due By: Thursday 8/31
3	The Neo-Slaves <ul style="list-style-type: none"> ★ Did the South at the turn of the century re-enslave blacks or create something different? ★ How Documents Support Theses ★ Litwack (1998) <i>Trouble in Mind</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Slavery By Another Name <input type="checkbox"/> Litwack Interview <input type="checkbox"/> Discussion Board Post Due By: Thursday 8/31
4	The Migrants <ul style="list-style-type: none"> ★ How did black migrants address challenges at the turn of the century? ★ Understanding Parallels with the Present 	<ul style="list-style-type: none"> <input type="checkbox"/> In Motion Exhibit <input type="checkbox"/> Discussion Board Post Due By: Thursday 9/7

		<ul style="list-style-type: none"> ★ Wilkerson (2010) <i>Warmth of Other Suns</i> 	
5	<p>The Talented Tenth</p> <ul style="list-style-type: none"> ★ What responsibilities has the black college educated elite been expected and reluctant to accept? ★ Applications of History ★ Washington (1901) <i>Up From Slavery</i> ★ <i>Black Apollo of Science</i> 	<ul style="list-style-type: none"> ❑ Du Bois (1903) “Talented Tenth” ❑ Discussion Board Post Due By: Thursday 9/14 	
	Unit II		
6	<p>The New Negroes</p> <ul style="list-style-type: none"> ★ What was the purpose of the Harlem Renaissance—pure art or race propaganda? ★ Debunking Popular Misconceptions ★ Lewis (1981) <i>When Harlem was in Vogue</i> 	<ul style="list-style-type: none"> ❑ The Harlem Renaissance: What Was It, and Why Does It Matter? ❑ Du Bois (1926) Criteria of Negro Art ❑ Discussion Board Post Due By: Thursday 9/21 	
7	<p>The Patriots</p> <ul style="list-style-type: none"> ★ How did the experience of the Great Depression and World War impact the black experience? ★ The Power of the Paradox ★ Kelley (1990) <i>Hammer and Hoe</i> 	<ul style="list-style-type: none"> ❑ Harris “Running with the Reds” ❑ Discussion Board Post Due By: Thursday 9/28 	
	LAST DAY TO WITHDRAW PASSING		
8	MIDTERM MILESTONE	<ul style="list-style-type: none"> ❑ Reread Kendi ❑ Upload Milestone I on Thursday 10/5 before midnight 	
9	<p>The Resilient</p> <ul style="list-style-type: none"> ★ How does Jazz help narrate the story of black America? ★ Kelley (2009) <i>Thelonious Monk</i> 	<ul style="list-style-type: none"> ❑ Mixtape Chronicles ❑ Marsalis Excerpt ❑ Discussion Board Post Due By: Thursday 10/12 	

10	<p>The Outsiders</p> <ul style="list-style-type: none"> ★ How did African Americans perceive the promise of the American Dream? ★ Takaki (2001) <i>Double Victory: A Multicultural History of America in World War II</i> 	<input type="checkbox"/> Discussion Board Post Due By: Thursday 10/19
11	<p>The Believers</p> <ul style="list-style-type: none"> ★ How have African American memories of the so-called ‘traditional’ values espoused in the 1950s differed from other memories of the era? ★ History v. Memory ★ Chafe et. al. (2003) <i>Remembering Jim Crow</i> ★ <i>Silence of Our Friends</i> 	<input type="checkbox"/> Baldwin v. Buckley Debate <input type="checkbox"/> Discussion Board Post Due By: Thursday 10/26
	<p>Unit III</p>	
12	<p>The Militants</p> <ul style="list-style-type: none"> ★ How did African Americans disagree over the strategy and tactics of the civil rights era? ★ History as Propaganda ★ Borstelmann (2001) <i>The Cold War and the Color Line</i> ★ <i>The Revolution Has Come</i> 	<input type="checkbox"/> Discussion Board Post Due By: Thursday 11/2
13	<p>The Wanderers</p> <ul style="list-style-type: none"> ★ What role did African Americans play in engaging the African Diaspora? ★ Plummer (2003) <i>Window on Freedom</i> ★ <i>The End of Empires</i> 	<input type="checkbox"/> Discussion Board Post Due By: Thursday 11/9
	<p>Unit IV</p>	
14	<p>The Hip-Hop Generation</p> <ul style="list-style-type: none"> ★ How and why did hip-hop become appealing to American youth? ★ Determining Significance ★ Kitwana (2003) <i>The Hip-Hop Generation</i> 	<input type="checkbox"/> Discussion Board Post Due By: Thursday 11/16

	15	The Colorblind and the Post-Racial ★ Why has race become a less salient issue for many millennials despite the persistence of racial injustice? ★ History and the Future ★ Robinson (2010) <i>Disintegration</i>	<input type="checkbox"/> Discussion Board Post Due By: Thursday 11/30
		Unit V	
	16	FINAL EXAM ★ Read the instructions in the module folder carefully.	<input type="checkbox"/> Milestone II <input type="checkbox"/> Upload in D2L Before Midnight Thursday 12/7

Other Required Course Materials

Software and Digital:

Online access to Desire2Learn (<http://d2l.kennesaw.edu>).

A computer with high-speed, dependable Internet access.

Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at <http://www.openoffice.org>

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run.

RealPlayer (<http://www.realplayer.com>) and iTunes will work fine. You can learn to change your default settings from this quick video.

You will also need Adobe's Flash Player and Adobe reader, both available free from <http://www.adobe.com/>

Major Assignments

Discussions

(Best 10 out of 14 for 2000 points at 200 points each)

Fourteen reading discussions will be administered online over the semester. Content discussions are document- and evidence-based, periodic evaluations of course content that are administered online. Content discussions require you to engage aspects of the course readings derived from the course questions. **The readings can be found in the**

course texts, hyperlinks to websites, or primary sources in the module folders.

Your understanding of the content covered in these discussions also provides the basis for our activities in class and for the course project, so preparing for them is very important. Ancillary book discussions are embedded into the reading discussions and are graded as part of the discussion grade.

Each discussion is accessible for a window determined by the due date in the course calendar. There are usually two parts to each discussion post. One part requires you to respond to something that you read in the course texts and the other part usually requires you to apply it in a contemporary context or to your selected course project to develop the historical skills emphasized in the module. You should definitely use your books and reading notes to complete the discussion. You want to get into the habit of taking notes and highlighting as you read because you will be required to provide page numbers from the readings to get the full credit for your discussion post. When there are posts that require you to consult sources outside of the course text, you should include those references and a brief bibliography. If there are references from the Internet, you should include a clickable hyperlink within the citation.

I will drop the four lowest discussion grades (with embedded project steps or not) taken toward your final grade but missed discussions cannot be made-up under any circumstance. The grading system will automatically drop all of your discussions until you have taken at least five and then it will begin to reassign 'dropped' status to the lowest scores. **Again, students who miss a discussion or are locked out due to unforeseen events, emergencies, computer malfunctions, D2L errors, computer glitches, et cetera, will use allotted drops to cover these situations.** I suggest attempting all of the discussions as a preventative measure for the unexpected. I will review your posts to the discussion board (e.g., answers to discussion questions, ratings and responses to posts by your classmates, etc.) and determine a grade based on your overall contribution to that thread. I award points based on the quality and consistency of your submissions listed in the rubric criteria. I am particularly interested in your demonstration of the ability to think historically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to learn to post *better* answers and questions over the semester. All the discussions are designed to evaluate how well you understand the major questions and learning outcomes of the course as listed in the syllabus and how you are developing the skills of historical thinking.

Project Milestone Assignments (500 points each for 1000 points)

Milestone assignments occur at the middle and end of the course and require you to apply content from previous discussions. These milestone discussions are worth 500 points each. The milestone assignments require you to gather and apply what you have learned in previous modules. You can think of the milestones as the equivalent to a

midterm and final examination. Please refer to the handout distributed in class or the appropriate module folder for further directions.

Point Breakdown

10 Content Discussions with Embedded Project Steps at 200pts each	2000pts
Milestone Assignment 1	1000pts
Milestone Assignment 2	1000pts

Attendance Policy

While attendance is not tabulated into the final grade for online courses, you should understand that missing modules and/or failure to schedule time to regularly complete the readings and assignments will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content discussions often emphasize major points and themes from the readings. You are responsible for all information disseminated in the course.

If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

There are no make-up discussions whatsoever, whether the absence is excused or unexcused. If you miss an exam or a course milestone due to illness or a family emergency, you must provide proper documentation before a make-up is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

Grading Policies and Procedures

In accordance with the Kennesaw State University's grading scale, please consider the following:

Letter	Percentage	Designation
A	100-90	Superior
B	89-80	Good
C	79-70	Average
D	69-60	Passable
F	59 and below	Failure

Strive to complete each assignment to the best of your ability because **there is no extra credit**. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

I return assignments within one week of receiving them with 2-3 a week turnaround for larger milestone assignment and/or exams.

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your academic experience.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read *and* study. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting "[How to Read a History Assignment](#)" as a starting point on managing and understanding the reading.

All work must be submitted on time. Discussions cannot be made up and make-up milestones/exams will not be offered without a proper documentation (e.g., doctor's note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

Please practice courtesy in contacting me. **As a rule of thumb, ask three of your classmates your question before asking me.** I have created numerous methods of communicating with your classmates and me via d2L. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

Grade Challenges

All grade challenges should be submitted **in writing** within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e, specific examples from the assignment in question and evidence) that warrants the change. The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.
2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric
3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question---if from a course text, provide page numbers.
4. Explain how and why this evidence warrants a change in the grade. Again, you **must** give specific examples that support your assertion before you explain why you feel you deserve a higher mark.
5. Type your concerns in a formal email and submit it to me within 48 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response via email.

Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.

Academic Honesty

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link:

<https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>

Students caught cheating will be given a grade of F for the assignment.

Websites designed to help students avoid plagiarism:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Electronic Devices Policy

Electronic devices such as cell phones, iPads, etc. may be used as long as they are used in accordance with university policy and with the consent of the instructor. Students may not record or redistribute course materials including the instructor or any guests of this class without the express written permission of the instructor.

Privacy Policy for External Tools

This course makes use of external tools. Please familiarize yourself with the privacy policies and EULA for these tools. If you have a problem complying with the EULA for the free use of these tools, please contact the professor regarding your concern a minimum of two weeks before the assignment is due to arrange for an alternative.

[SoundCloud](#)

[Vimeo](#)

[YouTube](#)

Students with Disabilities

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Carol Pope, ADA Compliance Officer for Students 770-423-6443.

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations.

Software Accessibility Statements

D2L: <http://www.brightspace.com/about/accessibility/standards/>

VoiceThread: <http://voicethread.com/about/features/accessibility/>

Panopto: <http://support.panopto.com/documentation/viewing/accessibility-features>

Kaltura: <http://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datasheet.pdf>

SoftChalk: <http://softchalk.com/products/softchalk/accessibility>

MS Office: <http://www.microsoft.com/enable/products/office2013/default.aspx>

YouTube: <http://www.google.com/accessibility/all-products-features.html>

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall Room 2401, or call 770-423-6600.

[1] Paulo Friere, *Pedagogy of the Oppressed, 30th Anniversary Edition* (New York: Continuum International Publishing Group, 2000), 69.